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The Albany

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Approved	
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Special Educational Needs and Disability Policy

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1. Contact Information

Responsibility for the co-ordination of SEND at The Albany:

Mrs Viv Proctor (SENDCo) - contact details: 01284 754065, vivproctor@albanypru.co.uk - SENDCo from September 2017

Schools Special Needs and Disabilities Governor; Beverley Tucker

Contact via office@albanypru.co.uk or 01284 754065

2. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 April 2015
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2013

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

See Section 312, Education Act 1996

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17(11), Children Act 1989

A person has a disability for the purposes of this act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. A disability is something that effects the individual for more than a year.

Section 1 (1) Disability and Discrimination Act 1995



3. Information about Special Educational Provision at The Albany

The core purpose of The Albany is to 're-engage our students in learning to enhance their life choices'. This requires the ability to inspire others through passion, energy, resilience and high quality teaching. This policy sits alongside our policies on Teaching, Learning and Achievement; Assessment; and Relational Behaviour Management, which describe how all students at The Albany are provided with the structure, support and opportunities to make good progress and achieve highly in their academic, personal and social development. Alongside the social, emotional and mental health (SEMH) of the students, the quality of teaching in all aspects of the curriculum is the most influential change agent in creating sustainable and significant change for all our students. This must therefore be our primary focus for all students, including those with Special Educational Needs (SEN).

3.1. Aim and Objectives

Our aim is to raise the aspirations of and expectations for all students, including those with SEN and to allow all students with Special Educational Needs (SEN) to make the greatest progress possible.

Objectives

- To identify and provide for students who have special educational needs and additional needs
- To allow students with SEND access to a broad, balanced and relevant curriculum. This curriculum will be appropriately differentiated in recognition of students' abilities
- To provide a focus on outcomes for children and young people and not just hours of provision/support
- To work within the guidance provided in the SEND Code of Practice, April 2015
- To operate a 'whole student, whole school approach' to the management and provision of support for special educational needs
- To provide support and advice for all staff working with special educational needs students
- To involve students actively in decisions about their SEN provision
- To provide an opportunity to celebrate the achievements of all students, including those with SEN
- To involve parents actively in their child's SEN provision
- To ensure that students with SEN receive appropriate pastoral support and guidance, including their preparation for post 16 choices
- To liaise with relevant outside agencies
- To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will work with the SEN Inclusion Policy

3.2. Roles and Responsibilities

Responsibility for the co-ordination of the SEN policy

Head Teacher:	Jane Reason
SENDCo:	Viv Proctor
SEND Governor:	Beverley Tucker
CiC lead teacher:	Emma Oxnam
Mentor Leads:	Emma Oxnam, Victoria Barber, Tracey Leslie, Charlie Plant, Carla Last, Sarah Ballantyne and Pauline Bird.



Roles and Responsibilities

- The SEND manager is responsible for monitoring how a provision meets the needs of children with Special Educational Needs across the school.
- All teachers are teachers of pupils with SEN. It is incumbent upon teachers to be aware of the varying needs of students in their classes and to differentiate accordingly.
- Both teaching and non-teaching staff are made aware of procedures for identifying, assessing and making provision for pupils with SEN through information distributed by the SENDCo and Mentor team. All teachers have a responsibility to bring to the attention of the SENDCo any child whose needs they believe are not being met.
- All staff are part of a team of mentors and have a responsibility for supporting students with emotional, social and mental health difficulties in their care. They are expected to raise any concerns with the SENDCo or Headteacher. The SENDCo may act in an advisory capacity where appropriate and share responsibility where learning, emotional, social and mental health difficulties are interlinked.
- The Headteacher has responsibility for the day to day management of all aspects of the schools work, including SEN provision. The Headteacher should keep the Management Committee informed and work closely with the SENDCo.
- The SENDCo will be closely involved in the strategic development of the SEN policy and provision to raise the achievement of all pupils. The SENDCo has responsibility for the day to day operation of the SEN policy and for co-ordinating provision for pupils, particularly those with Educational Health Care Plans; working closely with staff, parents/carers and other agencies.
- Claire Hatliff, Viv Proctor, Sarah Ballantyne, Jane Reason, Karen Hammond, Carla Last, Victoria Gentry, Emma Oxnam, Charlie Plant, Pauline Bird and Tracey Leslie are the designated persons with responsibility for safeguarding. All staff undertake safeguarding training on an annual basis. Further details can be found in the safeguarding policy found on our website and available from the school office.
- Learning support assistants contribute to the unit in a variety of ways. They may be the main mentor for a student and a first point of call for parent/carer. They establish and promote positive and productive relationships with students, acting as a role model and setting high expectations. They promote inclusion of all students within the classroom and learning environment.

3.3. Arrangements for Co-ordinating SEN provision

Regular discussions and meetings take place between all parties involved, including SENDCo, Headteacher, relevant staff from referring school, Post-16 transition worker, mentors, teaching and support staff and parents/carers and other relevant professionals. All information re SEND provision is shared with the student, with them as the primary focus.

3.4. Admission arrangements

At The Albany we are committed to equal opportunities irrespective of race, creed or SEND. Our aim is to meet the needs of all young people on our role and our admissions policy has due regard for the guidance in the SEND Code of Practice, 2015. All admission to The Albany come via the Local Authority In Year Fair Access Panel process, for more detail of admission please refer to the Admission Policy.

3.5. Access

- The whole building is single storey. There are accessible toilets through from reception, including a wheelchair accessible toilet. The Studio, completed in 2018, has wheelchair access.
- The lighting throughout the school is Irlen friendly.



- We will make arrangements to enable students with physical disabilities to participate as fully as possible in the education and activities offered within the school.
- We have online training for the use of an EpiPen, and biennial first aid training for all members of staff.

For more information on Accessibility, please see Appendix A: Accessibility Plan at The Albany.

4. Identification, Assessment and Provision

The four broad categories of need as detailed in the SEND Code of Practice, 2015 are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or Physical needs

We take students from Years 7-11. Our aim in Key Stage 4 is for students to arrive with us at the end of year 9 and stay to complete their learning throughout Key Stage 4 and have our support to transition to Post-16. =

Students in Years 7, 8 and early Year 9 will be referred to us via the IYFAP process by their mainstream school for a period of around 2-3 terms for specific interventions. During this time they will remain on role with their referring school with regular liaison between the Albany and the referring school, including staff from the referring school coming to The Albany to work alongside the student to support positive re-engagement, the development of skills and potentially a successful transition back to the mainstream provision.

It is often the case that students have missed large amounts of schooling upon entry to The Albany and consequently may have limited evidence of ability or difficulties. The principle sources of information we use for identifying student's special educational needs are:

- Information from pupils and parents
- Educational, Health and Care Plans and other records of SEND and provision from student's previous schools
- Information from members of the admissions panel
- Information from previous school and education provider
- Liaison with external agencies involved with individual students such as medical and social care.
- The Albany conduct base line assessments during the first half term (WRAT, Spelling, Reading, Thrive and subject based assessments for English, Maths)
- Members of staff will discuss with the SENDCo how to meet the special educational needs of a particular student if they feel further help is required in addition to the normal differentiated curriculum and quality first teaching.
- Students will have a passport, which highlights their needs, strengths, how school can support them, interventions, access arrangements and personal risk assessment.
- Students are encouraged to voice their own concerns about their own learning through discussions with their mentors.
- Where a student is suspected to have a Specific Learning Difficulty they will be referred to the Educational Psychologist (EP) when possible with agreement from parents and student. The EP advice or report will inform the SENDCo and other teaching staff regarding the best way to support the student with their specific needs in the school setting.



- Students with SEND and their parents are involved in the different and, if appropriate, graduated stages of provision to meet their SEND.
- Students who require support for external examinations are identified as soon as possible after entry to year 9 of The Albany. The SENDCo liaises with the Examination Officer to ensure that the appropriate special arrangements are applied for and then implemented as the student's normal way of working.
- The Albany aims to provide an autism friendly environment and tries to ensure that the needs of students with Autistic Spectrum Disorders and other Social Communication Difficulties are being met.

5. Monitoring Progress

It is implicit in the policy to recognise the importance of self-esteem and the central part it plays in the positive development of the individual. Exam success apart, progress will be measured through the students ability to integrate socially both in and out of the school setting and to transition into the next stage of their education, either through a return to a mainstream setting a or Post-16 provision.

- Progress is monitored through continuous assessment and target setting by the mentor and teaching staff with the student.
- All staff have access to Passports, EHCP and interim target information via the central computer system. It is the responsibility of all staff to look at these when changes occur. All information regarding changes for students and their families is shared during daily morning briefings and focus meetings.
- We work closely with relevant agencies as part of the annual review process for pupils with EHCPs.

6. Curriculum Access and Inclusion

At The Albany we endeavour to ensure our whole curriculum is available to all students. All students work in small groups in a non-threatening, supportive atmosphere. Curriculum access is also promoted through careful organisation of the timetable, the school day and the learning environment.

The extended curriculum on offer incorporates possibilities for work experience and vocational placements. Students can be supported by transport to such places and staff support whilst in attendance if it is felt appropriate. Individual programmes are designed to meet individual needs of students at The Albany.

For more information on Accessibility to the curriculum, please see Appendix A: Accessibility Plan at The Albany.

7. Support for students at The Albany with Medical Concerns

At The Albany we want to ensure that students attending school with medical conditions will be properly supported so that they have full access to education, including off-site learning and physical activities. Some children with medical conditions may be disabled and where this is the case The Albany will comply with its duties under the equality Act 2010. Some pupils may also have special educational needs (SEND) and may have an Educational Health and Care Plan which brings together health and social care needs, as well as their educational provision and the SEND Code of Practice (2015) is followed.

8. Bullying

We recognise that pupils at The Albany may have Special Educational Needs for which they may have been the victim of bullying or for which reason they may have been bullied, including online bullying. Further information can be found in the Anti-Bullying Policy.



9. Evaluating the success of the SEN provision at The Albany

The SEMH Local Governing Body reports annually on the success of its SEND policy and regular meetings are held between relevant staff to evaluate the progress of SEND students. Areas for discussion include the effectiveness of interventions seen in the improvement of literacy and numeracy skills over time, increase in confidence or self-esteem in learning, use of time and resource to support student progress, teaching staff ability to confidently and competently differentiate work appropriately for all students and student and parent feedback re SEND provision.

10. Complaints Procedure regarding Special Educational Provision

Staff at The Albany work closely with parents of students and acknowledge that partnership with parents plays a key role in promoting the culture of co-operation between parents and the school.

Parents are asked to contact the Headteacher or SENDCo over any concerns. It is hoped that by working in partnership with parents it will be possible to resolve any complaints or disagreements. Where this is not possible any complaints will be dealt with through the Local Authority complaints procedure.

11. Professional Development and Partnership

Continued Professional Development

All continued professional development (CPD) is related to the current needs of the students and is attended by the SENDCo, Headteacher, teaching and non-teaching staff. This is arranged by the Headteacher or the SENDCo in liaison with the Local Authority and relevant partner agencies. The CPD programme reflects the fact that all staff are teachers of special educational needs.

Support Services

The Post 16 transition worker has close links with both local Colleges and Youth Support Services and will ensure a positive social integration and a negotiated period of transition onto post 16 choices.

Partnership with Parents

Parent partnership is a key focus of our ethos at The Albany and will be encouraged through clear communication, which is a two way process, and a shared concern for student progress. Teaching staff, mentors and Learning Support Assistants are in regular contact with parents. Parents play a key role in meetings with students within annual reviews and meetings.

Further information is available to parents and pupils through the LA local offer on their website;

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/>

Also via sendiass@suffolk.gov.uk

12. Storing and Managing Information

Information about how data is stored at The Albany is outlined in the data protection policy and is in line with the General Data Protection Regulation (GDPR). The Albany collects and uses certain types of personal information about staff, pupils, parents and other individuals who come into contact with the school in order to provide for the safety, wellbeing and education of its community. In addition, it may be required by law to collect and use certain types of information to comply with statutory obligations of Local Authorities (LAs), government agencies and other bodies.

13. Reviewing the policy

The SEND policy is reviewed annually. The next review will take place in September 2020.



Appendix A: Accessibility Plan at The Albany

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled students:

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled students

The Albany is committed to providing a fully accessible environment which values and includes all students, parents, visitors and staff regardless of their education, physical, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our approach is to implement continuous improvement in accessibility provision for everyone. The Accessibility Plan will contain relevant actions to:

- Improve the physical environments of the school, making reasonable adjustments and improvements to remove physical barriers to access
- Increase access to the curriculum for SEND students, expanding the curriculum as needed to ensure that students with a disability are as equally prepared for life as those without.

Please read this plan alongside the SEN policy, inclusion policy, health and safety policy, complaints policy, and school development plans.



Improving physical access:

Target	Strategy	Timescale	Oversee	Success Criteria	Notes
Provision for students with physical disabilities will be regularly reviewed	Review of new facilities needed as arranged	On-going	Headteacher with SENDCo	Students with physical difficulties have the opportunity to access all facilities	Refer to SEND details of any new students for requirements
Continually monitor and develop lighting to support those with visual impairments including Irlen	Annually review needs in support of new students	As needed	Headteacher with SENDCo	Students with visual difficulties have the opportunity to access all facilities	Refer to SEND details of any new students for requirements
Ensure all fire escape routes are suitable for all	Review means of escape for disable students / visitors during review of fire risk assessment	As needed	Headteacher with fire warden	All fire escapes are accessible by all	
Disabled bay signage / markings	Keep under review the need for disable parking	As needed	Headteacher	Accessible parking for all	
Any redecorating or alterations within the school is sympathetic to anyone with visual difficulties	Advice taken re lighting and colour schemes before any further decoration takes place	As needed	Headteacher	The school is decorated in a manner that is sympathetic to those with visual difficulties	



Improving Access to the Curriculum:

Target	Strategy	Timescale	Oversee	Success Criteria	Notes
Staff training in disability awareness to reflect diverse needs of students within the school	SENDCo to identify training needs based on student cohort	On-going	SENDCo	Raised confidence of staff in strategies for differentiation and increased student participation	Monitor via academic progress where fitting
All staff to be aware of SEN students' curriculum access	Information communicated through student passports, SEN overview and staff meetings	On-going	SENDCo	All staff aware of individual student needs	
All staff to be aware of students' medical needs	Information communicated through student passports, SEN overview and staff meetings	On-going	SENDCo	All staff aware of individual risk assessments and care needs for students with specific allergies, medical needs etc	
Computer technology to be appropriate for all students	Review of computer technology available based on student need, train staff as appropriate	On-going	SENDCo	All staff able to support students to access appropriate computer technology for their needs to ensure progress	
Identified areas of need to be reflected in lesson planning and delivery	Quality First Teaching to be incorporated into all teaching and learning	On-going	SENDCo	Improved access to curriculum for all students	Students will demonstrate engagement and progress through monitoring
All discrimination and harassment of disabled students / stakeholders to be reported and addressed.	Strict reporting of incidents and timely interventions in place	On-going	SLT/ SENDCo	Incident numbers reduced	



Target	Strategy	Timescale	Oversee	Success Criteria	Notes
Information to be appropriately communicated, meeting needs of all	Ensure different formats are available and accessible. Ensure communication from school to home is accessible for parents /carers/	On-going	SENDCo	All communication is monitored for its effectiveness and accessibility	Regular discussions with students and home re needs
To improve the range of skills and experience available within the school to ensure quality provision for students	Needs to be identified and relevant training and resourcing put in place	On-going	SENDCo	Students able to access all areas of curriculum through timely support	
Monitoring of all progress made by students with disabilities – academically and socially.	Students to be identified as per SEN policy and regularly monitored for progress with timely interventions implemented	On-going	SENDCo	Systems in place	
Ensuring all students and carers able to access information and meetings	Students and parents supported to access information and meeting through appropriate language, format, support	On-going	SENDCo	Students and parents to be able to access information and feedback	Regular discussions with students and home re needs
As diverse as possible staff to be recruited	Ensure recruitment policy considers all appropriate qualified people who have a disability and does not discriminate intentionally or unintentionally	On-going	Headteacher with SEMH LGB	People with disabilities are welcome to apply for jobs and are able to state that they have been treated equally, regardless of outcome	



Appendix B: Albany Offer

How does The Albany meet my child's needs?

Every student's needs are considered on an individual basis and provided for on a personalised level. We determine these needs in consultation with parents/carers, previous schools and other agencies. We carry out detailed assessments on entry and routinely cater for needs related to literacy, numeracy, emotional and social skill needs.

We work with and refer to, other specialist agencies as appropriate. We have regular staff training and constantly evaluate the progress of all of our learners.

How does the school identify and assess students with needs?

- Information from parents/carers
- Information from referring school
- Information from teachers
- Information from students – regular meetings with mentors
- Information from outside agencies
- Information from assessments
- EHC needs assessment

How does the Albany communicate with me?

- Regular phone calls, emails or texts
- Website
- Person Centred Reviews
- Meetings with outside agencies
- Written reports, twice a year
- Letters and postcards

Who do I talk to about my child's needs or if I have concerns?

- Mentor / Teacher
 - SENDCO: Viv Proctor
vicproctor@albanypru.co.uk
 - Assistant Headteacher/ SENDCo
- Tel:- 01284 754065

The Albany Offer

2019-20

How does The Albany support my child with transition?

Support starting The Albany: Includes home visits, visits by staff to referring school, taster sessions, induction timetable, passport of support.

Support for next steps: Includes Careers Information, Advice and Guidance, dedicated transition support for student and parents, next steps visits to new school and / or college, ongoing support after transition.

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What type of support is available for my child?

- Regular mentoring
- Small teaching groups
- Quality first teaching
- Appropriate and accessible personalised timetable and curriculum
- 1:1 catch up sessions
- Extra literacy and numeracy intervention
- Support with reintegration and Post 16 transition

What support will there be for my child's wellbeing at The Albany?

- Mentoring and 1:1 sessions
- Life skills
- School nurse and other external support
- Activities outside the classroom
- Monitoring and supporting attendance
- Vocational learning and work experience
- Home visits
- Anti-bullying
- Risk assessments
- Referrals to external agencies



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